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ABSTRACT

A study was conducted at John C. Calhoun State Community College to establish the effectiveness and continued need for full-time counseling services by examining the possible impact of counseling on enrollment, withdrawal, and graduation rates and on financial aid recipiency. The study involved: (1) a review of pertinent literature; (2) comparisons of data on changes in enrollment, student withdrawal rates, student graduations, and students receiving Basic Educational Opportunity Grants between spring 1978 and summer 1980 for on-campus evening programs and the Huntsville extension program; (3) analysis of the extension counselor's log of clients categorized by types of services provided; and (4) attitudinal surveys of extension students and faculty to determine their awareness of counseling services and their perceptions of the adequacy of these services. Analysis of the comparative data revealed that after winter 1979, when a full-time counselor was employed for the extension program, increases occurred in enrollment, withdrawal, and graduation rates and in financial aid recipiency. The data on the evening on-campus program, where a full-time counselor was employed throughout the study period, indicated a decrease in enrollment, withdrawal, and graduation rates. Survey instruments and a literature review are included in the study report. (Author/KL)

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A STUDY TO EVALUATE THE EVENING COUNSELING SERVICES AT JOHN C. CALHOUN STATE COMMUNITY COLLEGE

by

Carl J. Ratcliffe, M. A.

John C. Calhoun State Community College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

March, 1981

JC 820 453

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ABSTRACT

A STUDY TO EVALUATE THE EVENING COUNSELING SERVICES AT JOHN C. CALHOUN STATE COMMUNITY COLLEGE

by

Carl J. Ratcliffe, M. A.

March, 1981

The purpose of evaluating the evening counseling services at John C. Calhoun State Community College Huntsville (Alabama) extension was to establish the effectiveness and continued need of full-time counseling services. In addition, this study demonstrated the possible effect of counseling on the student enrollment, withdrawal rate, graduation rate, and financial aid recipiency.

The procedures used were a comparison study of the Huntsville extension program with the on-campus evening program and a direct study of the data collected at the extension site from the extension counselor, students, and faculty. The following information sources were used:

I. Data sources used in the comparison

   A. Enrollment figures
   B. Withdrawal figures
   C. Record of graduates
   D. Financial aid records

II. Data sources used only at the Huntsville extension

   A. Counselor's log
   B. Attitudinal survey of extension students
   C. Attitudinal survey of extension faculty

The outcomes of the study were divided into two parts. The first part of the study dealt with a trend comparison of data obtained from the Huntsville evening extension with data obtained from the evening on-campus program. These sets of data indicate trends in student enrollment, withdrawal, graduation, and financial aid recipiency.

The data from the Huntsville extension indicated that after Winter Quarter, 1979, (when a full-time counselor was employed) a positive increase occurred in student enrollment, graduation, and financial aid recipiency. However, a negative trend was indicated by the increase in withdrawals. In each of the areas investigated, the evening on-campus data (where a full-time counselor was provided prior to Winter Quarter, 1979) indicated a decrease in enrollment, withdrawals, graduates, and only one-third the rate of increase in financial aid recipiency as that of the extension program. The trend comparisons indicated that factors such as employment trends did not affect the data at the Huntsville extension. However, the higher increase at the Huntsville extension may have been partially the result of a backlog of students needing counseling services.

The second division dealt with perceived data collected only at the Huntsville extension. The counselor's log and student survey indicated comprehensive utilization of counseling services, the counselor's client load had reached a maximum, and the services provided were perceived by the students as satisfactory except for veteran information. The

faculty survey indicated 100 percent of the faculty members who returned surveys were aware of most of the services provided, and 80 percent indicated the services were adequate.

The data analyses resulted in the following recommendations:

1. That the current operational level of student services should be maintained at the Huntsville extension past the termination of the Title III (A.I.D.P.) Grant;

2. That Calhoun College administration should look carefully at the results of this study and see if additional student services personnel are appropriate in future budgeting considerations for the Huntsville extension;

3. That a further study should be conducted to determine how or if the counselor-student ratio is related to withdrawals; and

4. That a further study should be conducted to determine if a relationship exists between financial aid and student retention.

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INTRODUCTION

The purpose of evaluating the evening counseling services at John C. Calhoun State Community College extension site at Huntsville, Alabama, was to establish the effectiveness and continued need of this counseling service. In addition, this study has revealed the accountability of counselors by demonstrating the effect of counseling on the number of students involved in enrollment, withdrawal, graduation, and financial aid.

Counseling services at the Huntsville extension may soon be deleted. The on-campus evening program has been providing counseling services for several years prior to the Winter Quarter, 1979, at which time the Huntsville extension received full-time counseling services. Until January, 1979, the extension program provided counseling services only during the registrations held at this extension site. Through a Title III Federal Grant (Advanced Institutional Development Program), Calhoun College employed a full-time counselor to serve the evening extension program. This Title III (A.I.D.P.) Grant will terminate in June, 1981, and the Calhoun College administration must decide: (1) will the counseling services be continued; (2) will the previous system of having counselors available only at the evening extension registration be reinstated; or (3) will further expansion of counseling services at the evening extension be productive to the college? In order to make a decision to expand or at

least maintain these counseling services, the administration needed some tangible evidence of the counseling effectiveness. This evidence should be very important to the decision-making process since the college is now in its third year of proration of funds.

The evaluation of the extension counseling services was requested by the Dean of Student Development and the Director of the Huntsville Extension. In compliance with these requests, this study was conducted to show the effect counseling has had on the Huntsville extension, and whether or not the counseling services at this extension has fulfilled the job description as established in the Title III (A.I.D.P.) Grant (1978:43):

(a) Provide academic, personal, and career advisement;

(b) Provide transfer or linkage information to students who plan to continue their education in a four-year college or university;

(c) Provide information to students and prospective students and parents relative to the kinds of financial aid available;

(d) Assist students who are having problems with courses, with instructors, or other matters; and

(e) Meet with prospective students who want information about the college.

The procedures used were a comparison study of the Huntsville extension program with the on-campus evening program and a direct study of the extension program with information from the extension counselor, students, and

faculty. The comparison covered four trend factors: (1) change in enrollment; (2) student withdrawal rate; (3) student graduations; and (4) students receiving financial aid (Basic Educational Opportunity Grant). The direct study of the extension program was completed by analysis of perceived data from the extension counselor's log (Appendix A), student survey (Appendix B), and faculty survey (Appendix C).

BACKGROUND AND SIGNIFICANCE

Education as a whole has been feeling the effects of tighter budgets and, for many institutions, a reduction in student enrollment. "Administrators of student personnel programs at universities across the country are constantly being asked to prove the worth of their program in order to maintain and increase current budget levels (McDavis:1976: 104)." The watchword recently has been accountability for all segments of the educational process. The community colleges of Alabama have been feeling this financial crunch as they struggle through their third year of proration of funds. As funds are becoming less available, John C. Calhoun State Community College must make budgetary decisions about several programs that are now federally funded. One federally funded program that is under consideration to be cut is the full-time counseling services at the Huntsville extension site.

As Warnath (1972:229) said, "Student services are particularly vulnerable to demands that they be justified on the basis of their contributions to the institution." The role of counseling in higher education has been well established, yet, in today's economic situation, new evidence of effectiveness is needed. "Life may be simpler without accountability, but as long as counselors insist on being paid for their efforts, they have some obligation to report their accomplishments (Krumboltz:1974:639)." However, as

Archer (1978:565) states, "Little has been specifically written about accountability for student development programs and activities." The majority of the studies that have been completed deal with the success of the counselor-client relationship, not the effects of counseling on the employing institution. Furthermore, "given the substantial commitment of resources needed to sustain these programs, and the significance of their objectives, it would seem important at this time to assess the extent to which these support services are reaching their intended audiences (Friedlander: 1980:23)."

According to Smith (1976:653), colleges today "may have to deal with whether or not they are dealing adequately with students' financial problems, career problems, helping in periods of indecision and whether they are providing academic alternatives geared to the skill level of the students." Many of Smith's attrition-producing areas are partially, if not fully, the role of the college counselor. As Roueche (1979:39) said, "The community-junior college, often called the open-door college, is really a revolving door with most students who enter leaving very quickly without having achieved much, if anything." In their rationale for counseling Nolan and Paradise (1979:399) state, "Certainly if the open-door policy is to be truly effective, the supporting programs that help the student cope academically, personally, and socially are crucial." Counselors are one of the key tools of higher education in assisting the student

in reaching his or her goals and key in making the open-door policy more of a reality in the community-junior college.

The need for counselors in the community college has never been greater. "Since the 1960's, increasing numbers of community colleges have initiated special educational opportunity programs to attract and retain students previously denied access to higher education for such reasons as poor academic performance, unsatisfactory elementary and/or secondary school experiences, and financial limitations (Friedlander;1980;23)." At Calhoun Community College these programs have produced an influx of older students, many with families who are reentering college after five or more years out of the educational system. These non-traditional students require counselor assistance to integrate into the mainstream of higher education. Hannam (1977;50) said, "The duties of the counselor are simple. They are to assist students in making a satisfactory adjustment to the institution. Satisfactory adjustment is defined specifically as good academic performance and successful progress toward a degree within a reasonable period of time." While simply stated by Hannam, the counselor's duties are not so easily carried out.

> The counselor in the community college plays a key role in the educational, social, and emotional development of the student. The efforts of the counselor are crucial in helping to meet the overall objectives of the community because the community college serves a variety of students from all levels of academic ability, cultural heritage, socioeconomic status, and

> motivation level. For counselors in this setting, an understanding of this uniqueness in terms of its students, organization, function, and purpose is essential for successful and effective counseling (Nolan;1979; 398).

However, to stay in business, those in student personnel must show how they are a major and an effective part of higher education.

Real problems exist in evaluating the results of counseling. "It is not possible to evaluate the quality of counseling given in terms of ultimate results. For many of the subtle, personal, and highly subjective elements that enter into the adjustment of an individual to his environment, there are no objective measurements (Klein;1946;171)." One of the few tools of evaluation left for the practicing counselor is correlation studies. However, "since evaluation can provide data on the worth of a program, it would seem that evaluation ought to become an integral part of all student personnel programs (McDavis;1976;104)."

"The extent to which the mission of the community college is met will be determined, in great part, by the degree to which the counseling and student development programs contribute to the growth of the student body (Nolan; 1979;402)." This study has attempted to demonstrate how the work of the extension counselor has contributed to the success of the institution by providing direct evidence of counseling effectiveness at the Huntsville extension. The information has been submitted to the Calhoun College

administration to aid them in making a decision on one of the following options for the extension program; (1) will the counseling service be continued; (2) will the previous system of having counselors available only at the evening extension registrations be reinstated; or (3) will further expansion of counseling services at the evening extension be productive to the college.

The study was appropriate for the seminar on Curriculum Development in Higher Education because the study deals with accountability and counseling as an integral part of the overall college curriculum. In Unit II of the curriculum study guide, one of the stated purposes of the community college is to "provide counseling and guidance (Roueche;1979;27)." Unit IV of the study guide speaks directly to retention of students, which was investigated in this study. As in other phases of higher education, accountability of counselors needs to be established. This study has attempted to establish counseling accountability at the Huntsville extension.

PROCEDURES

A research of pertinent literature was made to determine: (1) if other factors will need to be considered in evaluating counseling services; (2) if other studies, similar in nature, have been completed; and (3) how those results compare with this study.

To provide a comparative source of information, the on-campus evening program was used. Self-studies by the college have shown the Huntsville extension evening program and the on-campus evening program students to be similar in average age, income, family size, and types of college programs being pursued. The faculty members of both evening programs are mostly part-time instructors who come from local industry and professional positions. All instructors have completed at least a masters degree and have completed eighteen graduate hours in the discipline they teach. Both evening campus programs are managed by a full-time director at each site. The major differences in these two evening programs are the availability of counseling services and the number of students attending.

Several different information sources were utilized in the evaluation of the student services provided at the Huntsville extension. Data banks utilized were:

1. Huntsville extension counselor's daily log of clients categorized by types of services provided (Appendix A)
2. Enrollment figures

3. Withdrawal figures
4. Record of graduates
5. Financial aid records
6. Attitudinal survey of extension students (Appendix B)
7. Attitudinal survey of extension faculty (Appendix C)

The data were collected as follows: (1) item one for Spring Quarter, 1979, through Summer Quarter, 1980 (the counselor's log was not kept before this time period); (2) items two through five for Spring Quarter, 1978, through Summer Quarter, 1980 (the information covered one year before the employment of the extension counselor to contrast with eighteen months after the full-time counseling position); (3) items six and seven were administered on a one-time basis to the Huntsville extension students and faculty.

The counselor's log was used to determine the number of students being provided counseling services at the Huntsville extension. This information has in no way determined the adequacy nor the success of these services. This log only reflected the counselor's perception of the students' reasons for seeking counseling services. For this reason, the counselor's log was dealt with in the results as perceived data along with the student and faculty surveys.

The data on enrollment, withdrawal, graduation, and financial aid were compared with the same data for the evening on-campus program. Comparing the two centers eliminated such factors as employment trends, which cause enrollment changes

being mistaken for actual changes in the extension center's data.

The enrollment data of both evening programs were compared from Spring Quarter, 1978, through Summer Quarter, 1980. This time frame was used to detect whether or not changes in the extension enrollment were part of an overall pattern or may have been influenced by the presence of counseling services. In addition, the percentage of change of enrollment in each center was graphed to more clearly define the changes and when they occurred beginning Spring Quarter, 1978.

The number of withdrawals, graduations, and financial aid recipients could change in direct relationship to enrollment. Therefore, percentage of withdrawals, graduations, and financial aid recipients in relationship to total enrollment was used in this comparison. In addition, graphs were used to detect the rate of change.

The financial aid data were collected only on students who actually received payment under the Basic Educational Opportunity Grant (B.E.O.G.). Other forms of financial aid such as veteran, social security, and employer reimbursement were not included because these other financial aid records were not maintained by the local campus.

Information on enrollment, withdrawal, graduation, and financial aid recipiency was used to measure the level of success of the counseling services. The use of these four areas as the criterion for evaluating success were by far

not the only measures of success of a counselor, student, or institution. However, these areas were measures that lend themselves to readily obtainable data. The evaluation did not dwell on whether the percentages were high or low, but rather on the change of that percentage.

The attitudinal surveys were given to the extension students (Appendix B) and faculty (Appendix C) after being presented to a panel of experts and modified where needed. This panel included the following personnel from Calhoun College: (1) Dean of Student Development, (2) Dean of Academics, (3) Director of Huntsville Extension, (4) Director of Institutional Research, and (5) Student Personnel Staff. These surveys were used to determine if the students and faculty perceive the counseling services to be available and adequate for the needs of the extension student.

The student survey was presented to 1,397 students of which 789 (57 percent) responded. The faculty survey was presented to 100 percent of the 41 extension faculty members of which 26 (63 percent) responded. Both surveys were distributed at the end of Fall Quarter, 1980. Follow-up surveys were not utilized since both the student and faculty population would contain a number of new persons (Winter Quarter, 1980) who would not have been familiar with the counseling services. The new students would not have completed their first quarter student orientation class until February, 1981, and the new faculty would not have been oriented until the December faculty meeting. Without the completion of the

orientation process the surveys may have been biased by these new students and faculty.

The main limitation was the time span covered by this evaluation. Evaluating any community college program would logically need to cover at least a two-year time span. However, for the evening program, where the majority of the adult students do not take a full academic load (due to work, family, and social obligations), the time needed for graduation may greatly exceed this two-year time span. This study covered 18 months because an administrative decision needed to be made in the near future which made this limitation necessary. According to Krumboltz (1974:646), "the inference that a specific student behavior change is caused by a counselor's action is risky and, from a strictly scientific point of view, unjustified." Therefore, the other limitation has been that the information collected in this study cannot be used as factual proof but only as assumptions that counseling produced these changes.

The basic assumption of this study was that counseling services are needed and utilized by the students and that these services affected enrollment, withdrawal, graduation, and financial aid recipiency in a positive way. The trend data collected on enrollment, withdrawal, graduation, and financial aid recipiency were used to show possible effects of counseling on institutional outcomes. The perceived data of the extension counselor's log, student survey, and faculty survey were used to show adequacy and utilization

of the counseling services provided at the Huntsville extension.

RESULTS

Literature Review

The literature review revealed three types of studies on counselor effectiveness: (1) the largest group of studies, exemplified by LaCrosse (1977:464) and Arbuckle (1968:430), dealt with effectiveness of the client to counselor relationship; (2) the second group speaks to the process of selection and retention of student counselors, demonstrated by authors such as Edgar (1966:1027) and Whiteley (1967:226); (3) the smallest group of studies dealt with counselor effectiveness like Krumboltz (1974:639) who dealt with goals for counselor accountability, Brewley and Diedrick (1979:66) who dealt with short- and long-term perceived results of high school counseling, and Kasworm (1980:163) who dealt with the utilization of counseling services by the older undergraduate student. Most of the above studies dealt with changing the present situation to improve student services in one particular area. In the literature review apparently no one had a data base to evaluate the changes produced by the introduction of counseling services into a higher education setting.

The results of this study were viewed in two parts: (1) the trend data comparing the results of the two evening programs in enrollment, withdrawals, graduations, and financial aid recipiency; and (2) the perceived data from the Huntsville extension collected from the counselor's log, student survey, and faculty survey.

Trend Data

The trends in enrollment, withdrawal, graduation, and financial aid recipiency from the evening extension program were compared with the data of the evening on-campus program. Comparing the two centers eliminated such factors as employment trends which cause enrollment changes being mistaken for actual changes in the extension center's data. The comparison was not to test the trends of one center against the other.

Enrollment and Withdrawal The data on enrollment and withdrawal were outlined in Table 1. Column (1) contains the number of students who attended per quarter at the on-campus evening program and the evening extension program. Column (2) contains the percentage of increase or decrease in enrollment, starting with Spring Quarter, 1978. Column (3) contains the number of students per quarter who withdrew from each program site. Column (4) lists the percentage of withdrawals for each site in relationship to the total enrollment for each quarter.

Before full-time counseling services were provided at the Huntsville extension, the trends of the on-campus and extension program were as follows:

1. The extension program enrollment was slightly less than twice the on-campus enrollment. The percentage of drop in enrollment at the extension center was about 6 percent greater than that of the on-campus program but both followed the same seasonal patterns;

2. The withdrawal trends of the extension and the on-campus programs had no relationship in their withdrawal patterns;

3. The data on the number of graduates were similar with both centers following the basic seasonal trend. However, the on-campus program had a 1.7 percent greater graduate group for Spring Quarter, 1979, than the extension program; and

4. The financial aid data for the number of student recipients and the percentages of recipients both followed an increasing pattern at similar rates.

The data on enrollment (Figure 1.) indicated that since Winter Quarter, 1979, the Huntsville extension enrollment has increased while the on-campus program experienced a decrease. Information in Figure 2. indicated the extension program did not experience the same percentage of enrollment decrease in summer enrollment that occurred before Winter Quarter, 1979.

The withdrawal data graphed in Figure 3. indicated that since Winter Quarter, 1979, the withdrawals at the extension center have increased with the enrollment increase. The on-campus site during this same period was seeing a decrease in withdrawals with a decrease in enrollment. In analyzing this further in Figure 4., the percentage of increase of withdrawals also increased with the extension enrollment increase. The on-campus program has experienced a decrease in the percentage of withdrawals with a decrease in enrollment.

TABLE 1

ENROLLMENT AND WITHDRAWAL DATA

Quarter	(1) Enrollment *C	(1) Enrollment **E	(2) Change in Enrollment Percentage *C	(2) Change in Enrollment Percentage **E	(3) Withdrawal *C	(3) Withdrawal **E	(4) Withdrawal Percentage Per Quarter *C	(4) Withdrawal Percentage Per Quarter **E
Spring 78	649	1213	0	0	167	186	26	15
Summer 78	513	885	-21	-27	95	184	19	21
Fall 78	760	1294	+17	+ 7	201	240	27	19
Winter 79	615	1258	- 5	+ 4	139	324	23	26
Spring 79	674	1366	+ 4	+13	151	305	22	22
Summer 79	569	1163	-12	- 4	114	232	20	20
Fall 79	702	1524	+ 8	+26	157	317	22	21
Winter 80	518	1449	-20	+20	100	361	19	25
Spring 80	561	1504	-14	+24	119	330	21	22
Summer 80	452	1288	-30	+ 6	59	230	13	18

*C = On-Campus Evening

**E = Extension

NOTE: Column (2) percentages are calculated from Spring Quarter, 1978.

FIGURE 1

STUDENT ENROLLMENT PER QUARTER

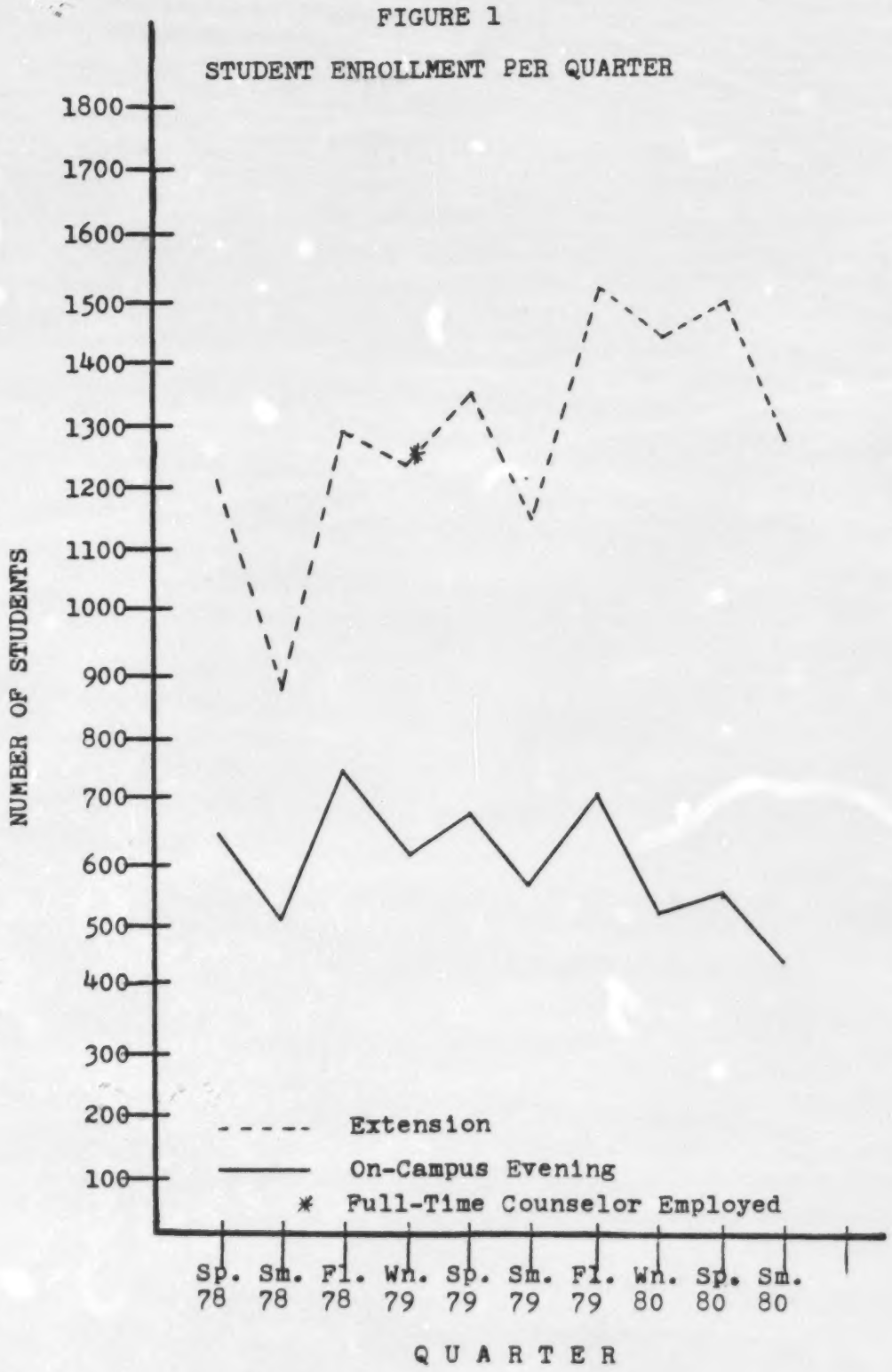


FIGURE 2

PERCENTAGE OF CHANGE IN
ENROLLMENT PER QUARTER

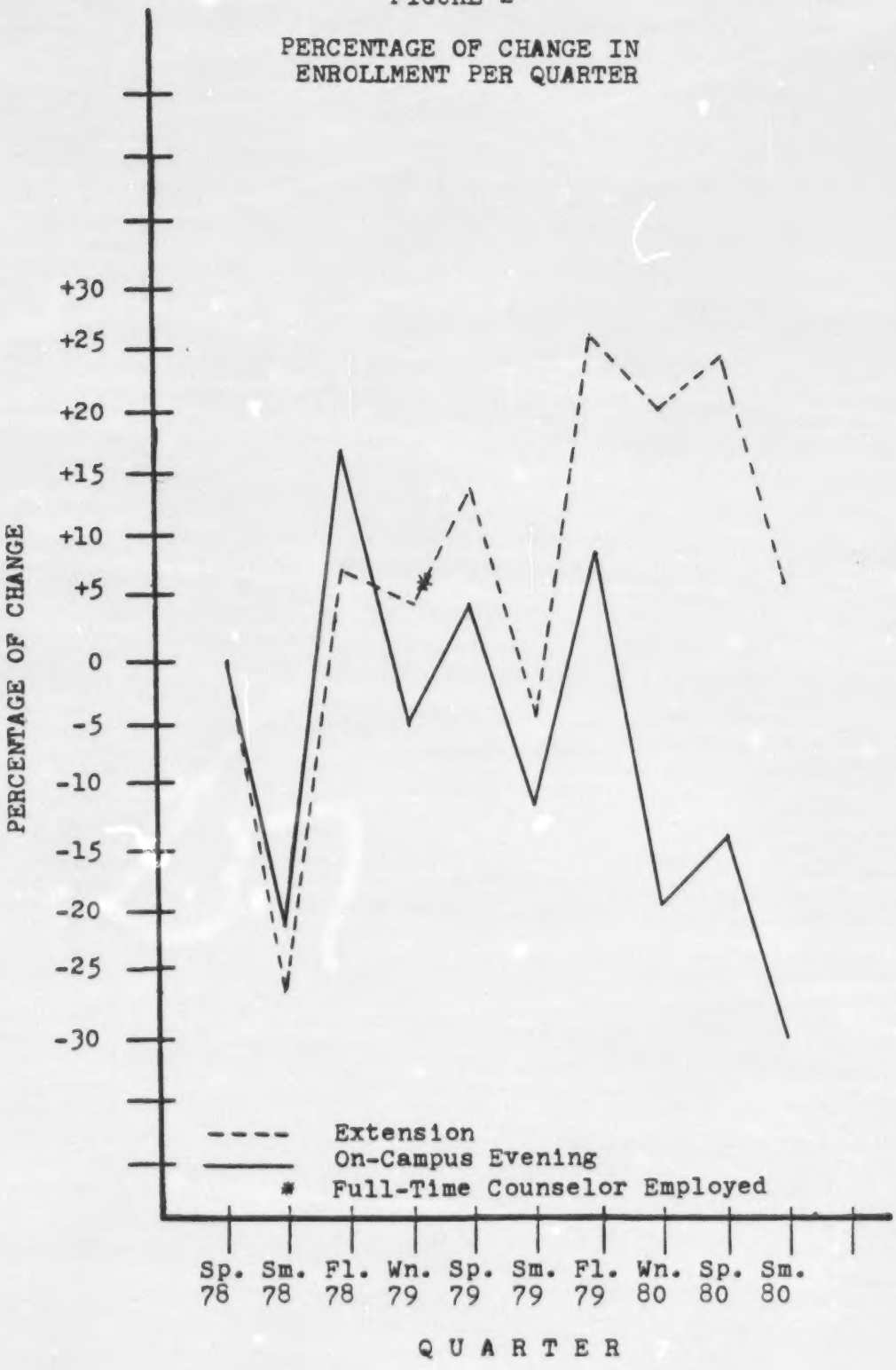


FIGURE 3

WITHDRAWALS PER QUARTER

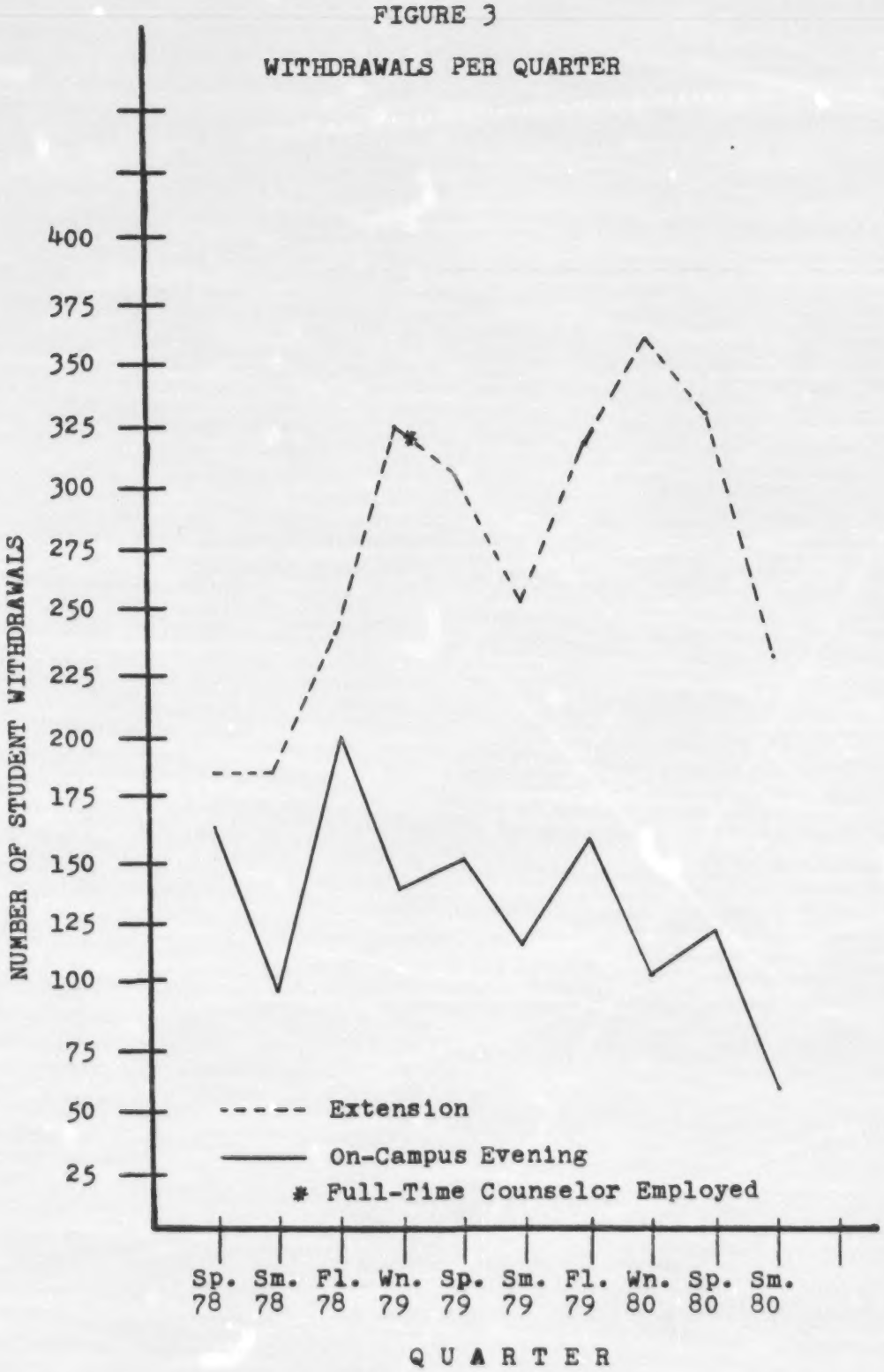
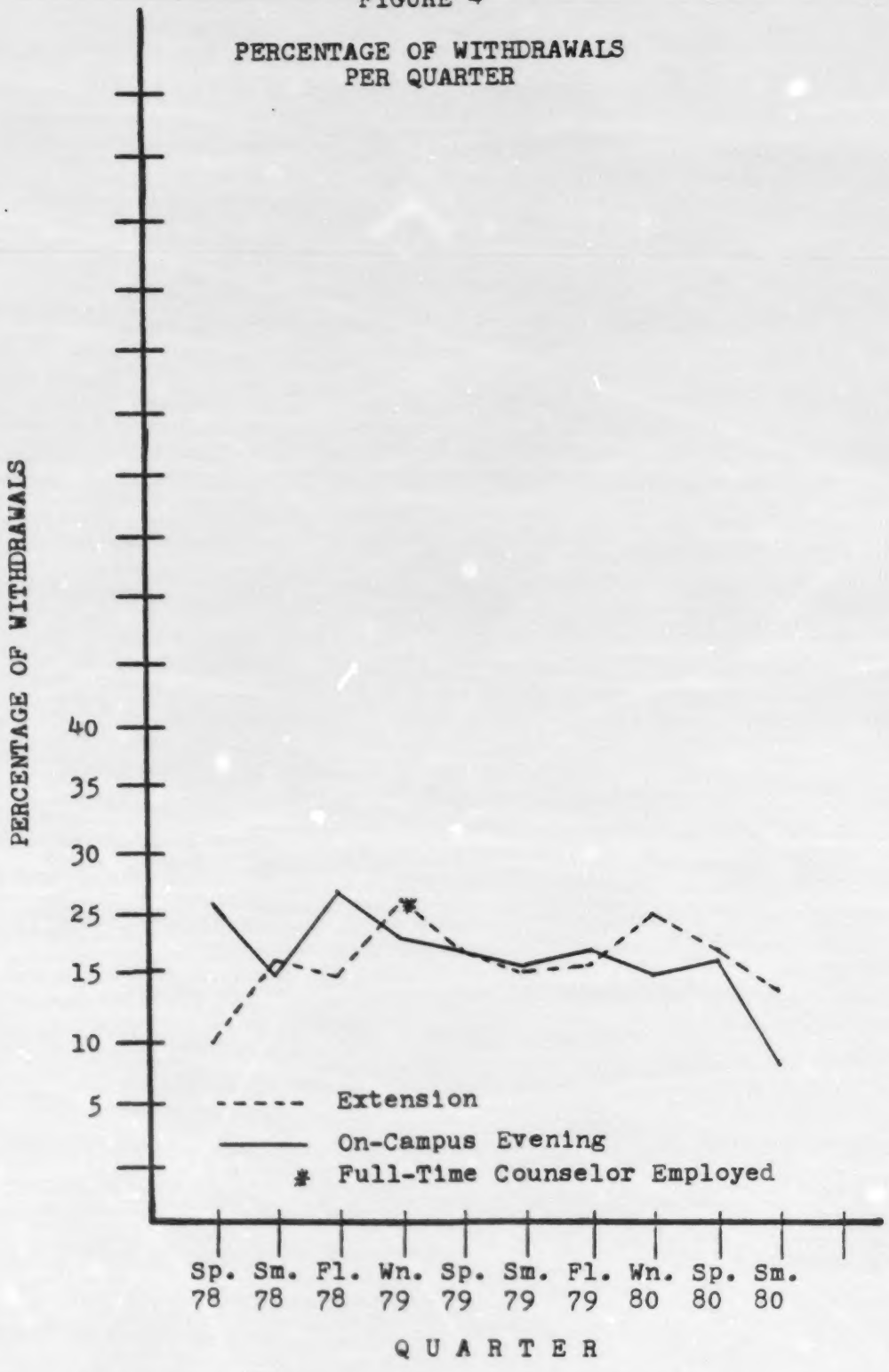


FIGURE 4

PERCENTAGE OF WITHDRAWALS
PER QUARTER



Graduation and Financial Aid Data on graduation and financial aid is contained in Table 2. Column (1) contains the number of students who graduated per quarter at the on-campus site and the extension site. Column (2) contains the percentage of graduates for each site in relationship to the total enrollment for each quarter. Column (3) contains the number of students who actually received payment under the Basic Educational Opportunity (B.E.O.G.) Grant during each quarter. Column (4) lists the percentage of B.E.O.G. recipients for each site in relationship to the total enrollment for each quarter.

The data on graduation (See Figure 5.) indicate the extension site followed the same basic seasonal pattern as the on-campus program up to Summer Quarter, 1979. At this point, the number of extension students graduating begins a steady increase. During this period, the on-campus program continues the seasonal pattern with a decreasing number of graduates. Figure 6., showing the percentage of students graduating, gives some additional insights. The seasonal pattern at the extension site is much less dramatic than that of the on-campus program. Summer Quarter, 1979, marked a change in the seasonal pattern for the extension site. Fall Quarter, 1980, indicated only a slight drop, and Winter, 1980, through Summer, 1980, showed an ever-increasing percentage

TABLE 2

GRADUATION AND FINANCIAL AID DATA

Quarter	(1) Graduates *C	(1) Graduates **E	(2) Graduate Percentage Per Quarter *C	(2) Graduate Percentage Per Quarter **E	(3) Financial Aid (BEOG) Recipients *C	(3) Financial Aid (BEOG) Recipients **E	(4) Percentage (BEOG) Per Quarter *C	(4) Percentage (BEOG) Per Quarter **E
Spring 78	16	31	2.5	2.6	17	21	2.6	1.7
Summer 78	10	16	2.0	1.8	4	6	.8	.7
Fall 78	9	20	1.2	1.6	19	37	2.5	2.9
Winter 79	16	23	2.6	1.8	29	63	4.7	5.0
Spring 79	29	35	4.3	2.6	46	86	6.8	6.3
Summer 79	8	21	1.4	1.8	11	24	1.9	2.1
Fall 79	6	26	.9	1.7	61	155	8.8	10.2
Winter 80	6	28	1.2	1.9	69	172	13.3	11.9
Spring 80	16	34	2.9	2.8	75	191	16.6	12.7
Summer 80	8	39	1.8	3.0	27	81	4.8	5.4

*C = On-Campus Evening

**E = Extension

NOTE: 1. Column (3) and (4) deal with only Financial Aid through the Basic Educational Opportunity Grant (BEOG).

2. All percentages in Table 2 are calculated from total enrollment: Table 1, Column (1).

FIGURE 5

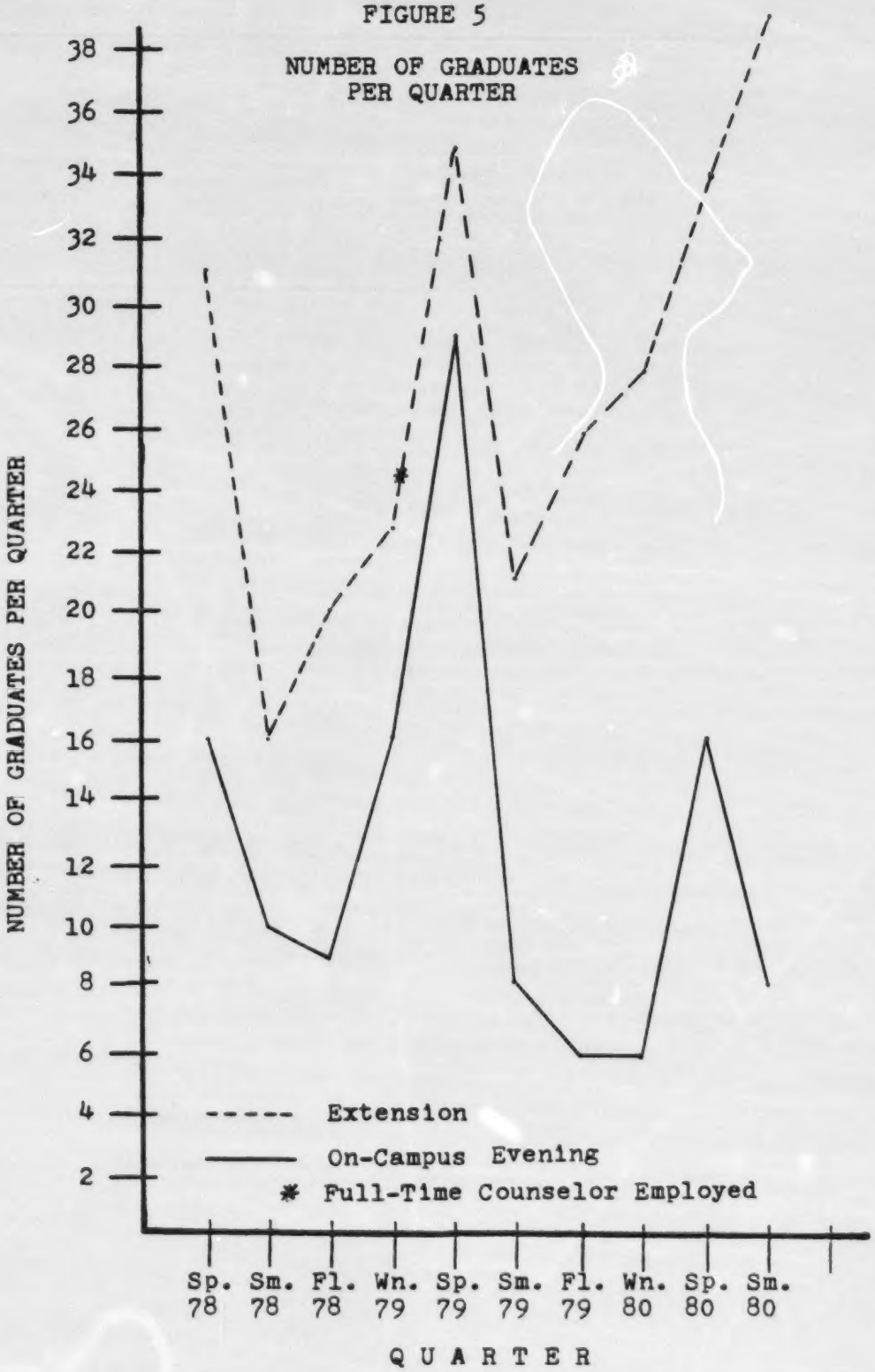
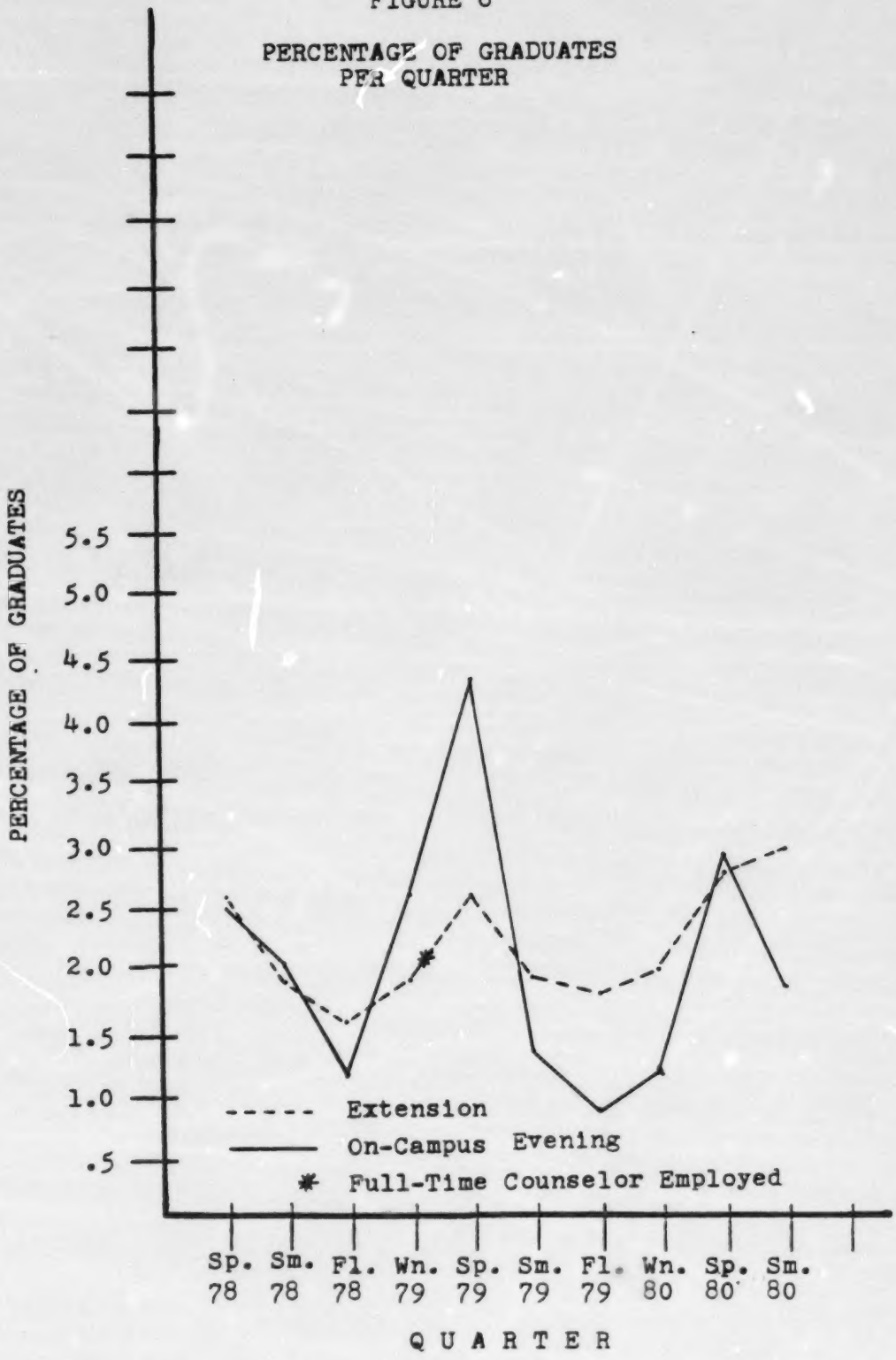

NUMBER OF GRADUATES
PER QUARTER
NUMBER OF GRADUATES PER QUARTER
38
36
34
32
30
28
26
24
22
20
18
16
14
12
10
8
6
4
2
----- Extension
——— On-Campus Evening
* Full-Time Counselor Employed
Sp. 78
Sm. 78
Fl. 78
Wn. 79
Sp. 79
Sm. 79
Fl. 79
Wn. 80
Sp. 80
Sm. 80
QUARTER

FIGURE 6

PERCENTAGE OF GRADUATES
PER QUARTER



of graduates at the extension site. The on-campus program during this time period followed the seasonal pattern with a decreasing percentage of graduates.

Figures 7. and 8., dealing with financial aid, do not contain the Summer Quarters. The B.E.O.G. Grants are only designed to assist the student for the Fall, Winter, and Spring Quarters. Table 2. indicates data on the Summer Quarters, but these students are in unusual situations under the Federal guidelines for the B.E.O.G. Grant. Students who begin in the Fall Quarter and attend full time under the B.E.O.G. had no aid available for the Summer Quarter. The two conditions which allowed a recipient to use the B.E.O.G. Grant in the Summer Quarter were: (1) the student did not enter college until Winter or Spring Quarter; or (2) the student did not attend full time for one or more quarters during the year. These conditions allowed the student to use their remaining B.E.O.G. funds up to the maximum per quarter.

In Figure 7. the increase in the number of students receiving financial aid is evident for both the extension and the on-campus programs. The slope of increase is relatively the same from Spring, 1978, to Winter, 1979. The slope of the extension center for Winter, 1979, through Spring, 1980, is 3.1 to 1 while the on-campus slope for this period is 1.15 to 1 or about one-third of the extension slope. The number of students receiving the B.E.O.G. on campus leveled out during the last three quarters of this study

FIGURE 7

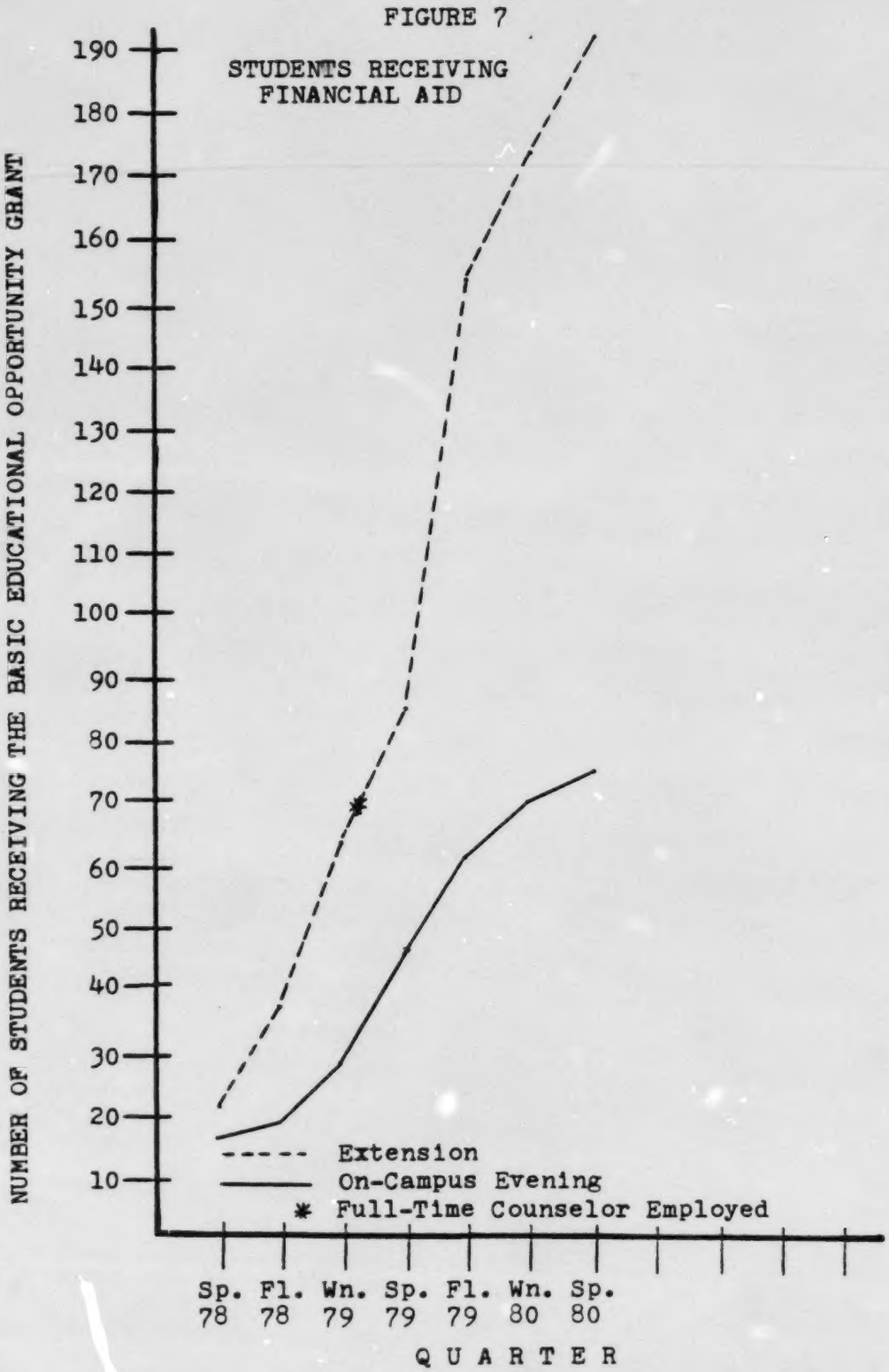
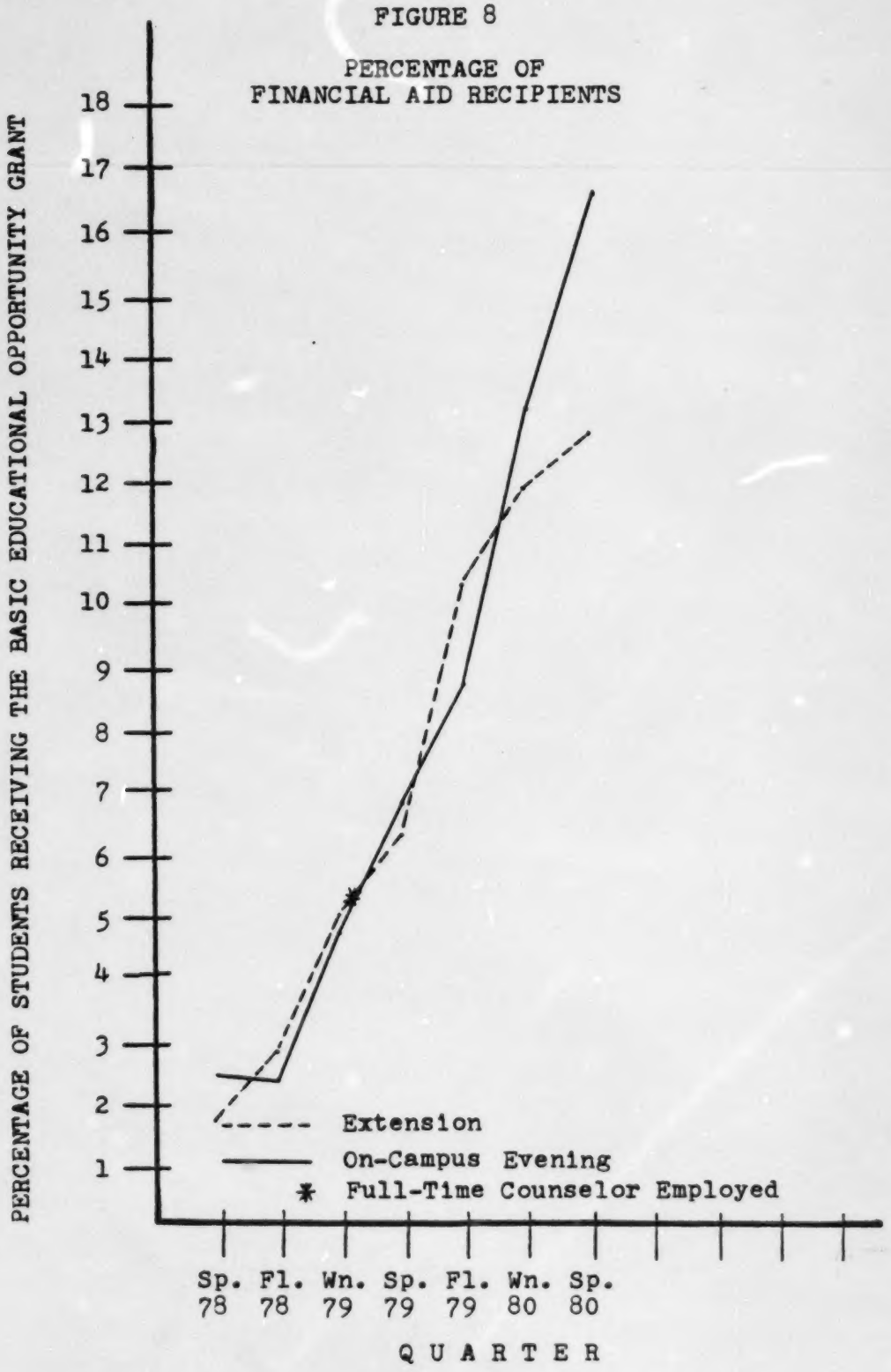

STUDENTS RECEIVING
FINANCIAL AID
NUMBER OF STUDENTS RECEIVING THE BASIC EDUCATIONAL OPPORTUNITY GRANT
190
180
170
160
150
140
130
120
110
100
90
80
70
60
50
40
30
20
10
Extension
On-Campus Evening
Full-Time Counselor Employed
Sp. 78
Fl. 78
Wn. 79
Sp. 79
Fl. 79
Wn. 80
Sp. 80
QUARTER

FIGURE 8


PERCENTAGE OF
FINANCIAL AID RECIPIENTS
PERCENTAGE OF STUDENTS RECEIVING THE BASIC EDUCATIONAL OPPORTUNITY GRANT
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
Extension
On-Campus Evening
Full-Time Counselor Employed
Sp. 78
Fl. 78
Wn. 79
Sp. 79
Fl. 79
Wn. 80
Sp. 80
QUARTER

while the number of extension center students receiving aid continued to increase.

In looking at the percentage graph in Figure 8., a different situation existed. The percentage of students receiving the B.E.O.G. increased more at the on-campus site than at the Huntsville extension. While the percentage of students receiving financial aid at the extension site leveled off (.8 percent increase), the on-campus program continued with a 3.3 percent increase.

Perceived Data at Huntsville Extension

Counselor's Log (Appendix A) Table 3. contains data from the counselor's log. This log covered the following eight counseling services: (1) general information to students, (2) prospective students, (3) career, (4) academic, (5) financial aid, (6) veterans, (7) personal, and (8) unofficial transcript evaluations. Each column of the counselor's log table contains one quarter's information from Spring, 1979, through Summer, 1980. The left side of each column contains the total number of clients contacted in a given counseling service. The right side of each column contains the average per day for each quarter (the number of days per quarter is located under the title of each column). Under the eight counseling service areas is a row for total average contacts per day. The tenth row of Table 3. (classes or groups) contains the number of students contacted per

TABLE 3

COUNSELOR'S LOG DATA

	Spring 1979 *40 Days		Summer 1979 *41 Days		Fall 1979 *39 Days		Winter 1980 *48 Days		Spring 1980 *47 Days		Summer 1980 *40 Days	
	Tot.	Avg.	Tot.	Avg.	Tot.	Avg.	Tot.	Avg.	Tot.	Avg.	Tot.	Avg.
General Information to Students	393	10	489	12	518	13	427	9	331	7	222	6
Prospective Students	228	6	402	10	213	5	372	8	372	8	505	13
Career	66	2	76	2	84	2	72	2	84	2	51	1
Academic	87	2	146	3	236	6	437	9	381	8	296	7
Financial Aid	221	6	412	10	252	7	287	6	419	9	406	10
Veteran	92	2	100	2	83	2	92	2	151	3	105	3
Personal	37	1	33	1	44	1	31	1	46	1	41	1
Unofficial Transcript Evaluations	91	2	71	2	84	2	137	3	117	3	74	2
**Total Avg. Contacts		31		42		38		40		41		43
Classes or Groups	986		349		575		950		257		51	
Referrals to Other Agencies	91		138		68		99		65		87	

* Number of days the counselor spent seeing clients.

** Sum of the averages for each counseling service per quarter.

NOTE: Averages in the chart are derived by dividing the total days per quarter into each service area.

quarter by the counselor. The last row contains an accumulation per quarter of all counselor referrals to other agencies both inside and outside the college.

During the Spring Quarter, 1979, the counselor averaged seeing 31 clients per day. The most used services were general information (10 clients), prospective students (6 clients), and financial aid (6 clients). All other services averaged two clients except personal with one client. A total of 986 students were contacted through classes or small groups and 91 clients were referred.

In the Summer Quarter, 1979, the counselor averaged seeing 42 clients per day. The most used services were general information (12 clients), prospective students (10 clients), and financial aid (10 clients). The other services were academic (3 clients), personal (1 client), and the rest averaged two clients each. A total of 349 students were contacted through classes or small groups and 138 clients were referred.

During the Fall Quarter, 1979, the counselor averaged seeing 38 clients per day. The most used services were general information (13 clients), financial aid (7 clients, academic (6 clients), and prospective students (5 clients). The other services averaged two clients each except personal with one client. A total of 75 students were contacted through classes or small groups and 68 clients were referred.

In the Winter Quarter, 1980, the counselor averaged seeing 40 clients per day. The most used services were gen-

eral information (9 clients), academic (9 clients), prospective students (8 clients), and financial aid (6 clients). The other services were unofficial transcript evaluations (3 clients), career (2 clients), veteran (2 clients), and personal (1 client). A total of 950 students were contacted through classes or small groups and 99 clients were referred.

During the Spring Quarter, 1980, the counselor averaged seeing 41 clients per day. The most used services were financial aid (9 clients), prospective students (8 clients), academic (8 clients), and general information (7 clients). The other services were veteran (3 clients), unofficial transcript evaluations (3 clients), career (2 clients), and personal (1 client). A total of 257 students were contacted through classes or small groups and 65 clients were referred.

In the Summer Quarter, 1980, the counselor averaged seeing 43 clients per day. The most used services were prospective students (13 clients), financial aid (10 clients), academic (7 clients), and general information (6 clients). The other services were veteran (3 clients), unofficial transcript evaluations (2 clients), career (1 client), and personal (1 client). A total of 51 students were contacted through classes or small groups and 87 clients were referred.

Student Survey Data The Student Survey on Student Services (Appendix B) was given to 1,397 students of which 789 (57 percent) responded. Table 4. contains the numerical and percentile results of that survey. The reader should

note that all 'yes' and 'no' answers may not always add up to 789 (100 percent) since every student did not respond to all questions.

The student survey produced the following results. When asked if the students were aware of a full-time extension counselor, 79 percent responded 'yes' and 17 percent responded 'no.' In addition, 74 percent responded 'yes' when asked if they knew where to contact or see the counselor and 19 percent responded 'no.' The students responded 64 percent affirmative and 31 percent negative when asked if they had utilized the counseling services.

In response to specific counseling services, the students were asked to respond 'yes' for the services utilized and 'no' for the services that were not adequate for their needs. The following were those results:

		YES	NO
1.	Financial aid information and forms	80%	10%
2.	Admission information	84%	12%
3.	Transfer information	64%	4%
4.	Academic information	67%	3%
5.	Career counseling	48%	4%
6.	V.A. (veterans) information	37%	29%
7.	Withdrawal information	55%	3%
8.	Personal counseling	37%	5%
9.	Referral to tutor	36%	5%
10.	Referral to other help agencies	14%	1%
11.	Other	3%	0%

Two hundred fifty-six students responded to the question on when they could take advantage of the above counseling services. The 8:00 a.m. to noon time period was chosen by 10 percent, noon to 2:00 p.m. by 6 percent, 2:00 to 4:00 p.m. by 5 percent, 4:00 to 6:00 p.m. by 20 percent,

TABLE 4

STUDENT SURVEY RESULTS

STUDENT SERVICES	YES	%	NO	%
1. Are you aware that the college provides a full-time extension counselor?	625	79	135	17
2. Do you know where to contact or see the counselor? (228 Holmes Ave., or Lee H. S./534-2461)	583	74	148	19
3. Have you utilized the counseling services?	504	64	248	31
Mark "YES" for any of the following services obtained through the counselor.				
Mark "NO" for any areas where the service was not adequate to meet your needs.				
Financial Aid information & forms	634	80	75	10
Admissions information	664	84	98	12
Transfer information	507	64	28	4
Academic information	530	67	27	3
Career counseling	376	48	34	4
V.A. information	292	37	226	29
Withdrawal information	437	55	27	3
Personal counseling	292	37	38	5
Referral to tutor	287	36	40	5
Referral to other help agencies	113	14	8	1
Other _____	21	3	0	0
4. Please indicate what time of day or evening you could take advantage of the above counseling services:				
8:00 a.m. to Noon	25	10		
Noon to 2:00 p.m.	16	6		
2:00 to 4:00 p.m.	14	5		
4:00 to 6:00 p.m.	51	20		
6:00 to 8:00 p.m.	98	38		
8:00 to 10:00 p.m.	52	20		

NOTE: 'Yes' and 'No' answers may not add up to 789 (100%) since all students did not respond to all questions.

6:00 to 8:00 p.m. by 38 percent, and 8:00 to 10:00 p.m. by 20 percent of those who responded. This shows 83 percent of the students indicated times after 2:00 p.m.

Since the survey was administered the last of Fall Quarter, 1980, a follow up was not attempted. The administration of this survey to new Winter Quarter students who had not completed their first quarter orientation class could have biased the results.

Faculty Survey Data The Faculty Survey on Student Services (Appendix C) was given to 41 extension faculty members of which 26 (63 percent) responded. Table 5. contains the numerical and percentile results of that survey. Since the survey was administered the last of Fall Quarter, 1980, a follow up was not attempted. Many part-time faculty change each quarter so that presenting the survey to new part-time faculty before the December faculty meeting could have biased the results. A higher rate of returned surveys would have been desirable.

The results of the faculty survey were as follows. All of those who responded (63 percent) were aware that the college provided a full-time extension counselor. Only one instructor who responded was not aware of where to contact or see the counselor. When asked if they were aware of the following specific counseling services, the faculty responded as follows:

		YES	NO
1.	Financial aid information and forms	96%	4%
2.	Admissions information	100%	0%
3.	Transfer information	96%	4%
4.	Academic information	96%	4%
5.	Career counseling	96%	4%
6.	V.A. (veterans) information	96%	4%
7.	Withdrawal information	96%	4%
8.	Personal counseling	85%	15%
9.	Referral to tutor	89%	11%
10.	Referral to other help agencies	80%	20%

In response to the final question on the adequacy of the above services, 80 percent said they were adequate and 20 percent said they were not adequate. One faculty member who marked 'no' wrote at the bottom of the survey, "Because of the limited time available at Lee (Huntsville Extension) and the large number of students -- I do not know what the answer would be." Two other instructors indicated that an additional counselor was needed at the extension site.

TABLE 5

FACULTY SURVEY RESULTS

	YES	%	NO	%
1. Are you aware that the college provides a full-time extension counselor?	26	100	0	0
2. Do you know where to contact or see the counselor? (228 Holmes Ave., or Lee H. S./534-2461)	25	96	1	4
3. Are you aware of the following counseling services?				
Financial Aid information & forms	25	96	1	4
Admissions information	26	100	0	0
Transfer information	25	96	1	4
Academic information	25	96	1	4
Career counseling	25	96	1	4
V.A. information	25	96	1	4
Withdrawal information	25	96	1	4
Personal counseling	22	85	4	15
Referral to tutor	23	89	3	11
Referral to other help agencies	20	80	6	20
4. Are these services adequate for the extension student?	20	80	6	20

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

The findings and conclusions of this study should be interpreted in light of the following limitations:

1. The data collected in this study were not statistical, limiting the outcomes to possible relationships;
2. The Huntsville extension center employed only one counselor. This counselor's efforts and skills may have influenced the data and may not be exemplary of other counselors or counseling services;
3. The college setting has other variables, such as instructor attitudes, that may also influence enrollment, withdrawal, and graduation. Therefore, the outcomes of this study may not be viewed as conclusive but may only be viewed as possible indicators; and
4. The steady decrease in enrollment of the evening on-campus program during the time frame of this study may have affected the outcomes.

This study took place at John C. Calhoun State Community College evening extension program in Huntsville, Alabama. The extension center had only provided counseling services during registration before Winter Quarter, 1979, when a full-time counselor was employed. The difference in the number of students enrolled at the on-campus program as compared to the extension program probably did not affect the outcome of this study since the changes in data were compared by percentages and rate of change and not by numbers. By looking at the changes in data that had occurred after the full-time counselor's employment, the inference might be made that the changes were, at least in part, brought about by the services of a full-time extension counselor.

The purpose of this study was to give Calhoun College administration some realistic data on which to make decisions. The decision options were: (1) to continue the present counseling services; (2) to reinstate the previous system of having counselors available only at the evening extension registration; or (3) to further expand counseling services at the evening extension. A more comprehensive study over a longer period of time would be needed to obtain more persuasive evidence on which to base decisions, but the decision needed to be made in the near future by Calhoun College administration.

Implications

The data from this study were viewed in two parts. The first division was the trend comparison of data on enrollment, withdrawals, graduations, and financial aid. This comparison was made between the trends of the evening extension program and the trends of the evening on-campus program. The second division of data was the perceived data collected from the extension counselor's log, student survey, and faculty survey.

Trend Data The trend data comparing the evening extension program to the evening on-campus program were used to try and eliminate factors such as employment trends which cause enrollment changes being mistaken for actual changes in the extension center's data. This comparison was not intended to compare the success of the two evening programs.

The trend data on the extension and on-campus eve-

ning programs fit similar patterns from Spring Quarter, 1978, through Winter Quarter, 1979 (before the extension counselor was employed). The exception was the data on withdrawals which followed no discernable pattern before or after Winter Quarter, 1979. With the campus' demographic data on the students, faculty, and administration being similar, the expectation would have been that the two evening programs follow similar trends. However, the similar trends did not continue past Winter Quarter, 1979, in enrollment, withdrawals, graduations, nor financial aid. Perhaps factors other than counseling were at work. A subsequent study to determine if other factors about the two evening programs not considered here may prove the two evening programs quite different.

The information on enrollment at the Huntsville extension center indicated a definite higher increase in student enrollment after the Winter Quarter, 1979, when a full-time counselor was employed. Since Winter Quarter, 1979, the summer decrease in student enrollment subsided. The higher success rate demonstrated at the extension center over the on-campus program may have been due to a backlog of students who had been thinking about going back to college but had no counselor available until Winter Quarter, 1979, to explore career goals, entrance requirements, or course selections.

The data on withdrawals were less informative. At first glance, the figures indicated a negative trend in withdrawals at the extension site. The percentage of students

withdrawing increased at Huntsville extension while there was a decrease in percentage of on-campus withdrawals. However, at both sites the percentage of withdrawals generally increased and decreased when the enrollment increased and decreased respectively. This trend may be used to support the need for additional full-time counseling services, since a decrease in enrollment produces a better counselor-student ratio. Further research would be needed to indicate if and to what extent counseling services affect withdrawals.

The data collected in this study seem to have indicated that counseling services affect the retention of students to graduation. Before the employment of the full-time extension counselor, the trend of graduation was seasonal and reached a high of 2.6 percent in the Spring Quarters. After the full-time extension counselor was employed, the trend has changed to a steady increase in percentage of graduates, highlighted by 3 percent during the Summer Quarter, 1980. The fact that full-time counseling services were not provided prior to employment of a full-time extension counslor may have had some effect on the steady increase of extension graduates and the pushing of the extension percentages above the on-campus program.

Next to enrollment, the data on financial aid indicated the greatest change at the extension site. The increase at the Huntsville extension from 1.7 percent to 12.7 percent may have indicated a backlog of eligible students who were not able to apply for financial aid due to lack of

assistance from a counselor on information and forms. The last three quarters (See Figure 8.) of the extension center's data indicated a lower rate of increase as this backlog of eligible students were reached. Because of the federal guidelines on income, family size, and number of persons attending college, only those students meeting the eligibility requirement could receive financial aid.

A different situation occurred with the on-campus program. The number of students receiving financial aid increased by only eight students between Fall Quarter, 1979, and Winter Quarter, 1980, and by only six students between Winter Quarter, 1980, and Spring Quarter, 1980. The percentage of change from Fall Quarter, 1979, to Winter Quarter, 1980, was 4.5 percent and the Winter Quarter, 1980, to Spring Quarter, 1980, change was 3.3 percent. The percentage of increase is a false indicator when compared to the actual recipient increase and a decrease in the on-campus enrollment. The point is that a decrease in enrollment was not followed by a proportional decrease in financial aid recipients. A further study would be needed to see if receiving financial aid may encourage students to stay in college when they would have otherwise left college.

Perceived Data The counselor's log indicated students were utilizing all of the available counseling services. The most utilized service areas were prospective students, financial aid, academic, and general information. The use of the prospective students and financial aid service areas

reflected the increase in enrollment and financial aid recipiency of the trend data. The average individual contacts per day for the extension counselor was about 40 students, with more daily contacts occurring when meetings with classes and groups decreased. Meeting with 40 students per day allows each client fewer than ten minutes. In light of an increasing student enrollment, the time per client may be used to indicate the need for additional full-time counselors at the Huntsville extension.

The student survey indicated comprehensive usage of the counselor's services. A close relationship has been shown between the major service areas indicated as utilized by the counselor's log and those areas indicated as utilized by the student survey. The most utilized areas of both the counselor's log and student survey were prospective students (admission information) and financial aid. The hours routinely worked by the full-time extension counselor were the same hours the majority of the student indicated they could utilize counseling services. One area the students identified as deficient was the area of veterans information. The student survey data indicated that each of the counseling service areas were utilized. Since all areas were utilized, a possible conclusion might be that these full-time services were needed by the extension students.

The faculty survey indicated a uniform awareness of the extension counselor with only a few counseling services not being familiar to all the instructors who responded to

the survey. Faculty awareness of counseling services was probably a factor in the success of the extension's full-time counseling program. Three of the faculty members who marked 'no' on the adequacy of counseling services wrote in a statement indicating the need for an additional extension counselor.

To summarize, the outcomes of this study showed a relationship between the presence of a full-time evening extension counselor and positive changes in enrollment, graduations, and financial aid recipiency at the Huntsville extension center. Indicators were present that student utilization of the extension counseling services was extensive and awareness of these services was prevalent among faculty members.

Recommendations

The information collected in this practicum should be useful in the decision on student services at John C. Calhoun State Community College's Huntsville extension. This practicum was presented to the President of Calhoun College, the Dean of Student Development, and the Director of the Huntsville Extension; and the following recommendations were made:

1. That the current operational level of student services should be maintained at the Huntsville extension past the termination of the Title III (A.I.D.P.) Grant;

2. That Calhoun College administration should look carefully at the results of this study and see if additional student services personnel are

appropriate in future budgeting considerations for the Huntsville extension;

3. That a further study should be conducted to determine how or if the counselor-student ratio is related to withdrawals; and

4. That a further study should be conducted to determine if a relationship exists between financial aid and student retention.

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APPENDIX A

EXTENSION COUNSELOR'S LOG

	Dates							
COUNSELING - INFORMATION	General/Information to Students							
	Prospective Students							
	Career							
	Academic							
	Financial							
	Veteran							
	Personal							
	Unofficial Transcript Evaluation							
REFERRALS	E.O.C.							
	Career-Lab							
	Financial Aid							
	V.A.							
	Vocational School							
	Classes or Groups							
NOTES								

APPENDIX B

STUDENT SURVEY ON STUDENT SERVICES

STUDENT SURVEY ON STUDENT SERVICES

STUDENT SERVICES	YES	NO
1. Are you aware that the college provides a full-time extension counselor?	___	___
2. Do you know where to contact or see the counselor? (228 Holmes Ave., or Lee H. S./ 534-2461	___	___
3. Have you utilized the counseling services?	___	___
Mark 'Yes' for any of the following services obtained through the counselor. Mark 'No' for any areas where the service was not adequate to meet your needs.		
Financial Aid information & forms	___	___
Admissions information	___	___
Transfer information	___	___
Academic information	___	___
Career counseling	___	___
V.A. information	___	___
Withdrawal information	___	___
Personal counseling	___	___
Referral to tutor	___	___
Referral to other help agencies	___	___
Other _____	___	___

4. Please indicate what time of day or evening you could take advantage of the above counseling services:

8:00 a.m. to noon	___
Noon to 2:00 p.m.	___
2:00 to 4:00 p.m.	___
4:00 to 6:00 p.m.	___
6:00 to 8:00 p.m.	___
8:00 to 10:00 p.m.	___

APPENCIX C

FACULTY SURVEY ON STUDENT SERVICES

FACULTY SURVEY ON STUDENT SERVICES

	YES	NO
1. Are you aware that the college provides a full-time extension counselor?	___	___
2. Do you know where to contact or see the counsler?	___	___
3. Are you aware of the following counseling services?		
Financial Aid information & forms	___	___
Admissions information	___	___
Transfer information	___	___
Academic information	___	___
Career counseling	___	___
V.A. information	___	___
Withdrawal information	___	___
Personal counseling	___	___
Referral to tutor	___	___
Referral to other help agencies	___	___
4. Are these services adequate for the extension student?	___	___

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